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AN EXPERIMENT TO DETERMINE THE VALUES OF USING AMPLIFIED CLASSROOM TELEPHONE INTERVIEWS WITH SIGNIFICANT INDIVIDUALS TO ENRICH CERTAIN COLLEGE COURSES. FINAL REPORT.

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AN OFFICE TELEPHONE WITH AN ATTACHED AMPLIFICATION UNIT AND AN AUXILIARY MICROPHONE TELEPHONE WAS USED IN FOUR DIFFERENT COLLEGE COURSES FOR REGULARLY SCHEDULED INTERVIEWS WITH PROMINENT INDIVIDUALS. A 1-YEAR EXPERIMENT UTILIZED AN EXPERIMENTAL SECTION AND A CONTROL SECTION FOR COURSES IN AMERICAN GOVERNMENT, MODERN BUSINESS, PHILOSOPHY, AND WORLD LITERATURE. EXPERIMENTAL SECTIONS WERE TAUGHT BY REGULAR METHODS, BUT WITH THE ADDITION OF A TELEPHONE INTERVIEW WHICH WAS EITHER (1) STUDENT-CENTERED WITH A SHORT INSTRUCTOR "WARM-UP" FOR THE INTERVIEW, OR (2) TEACHER-CENTERED WITH STUDENT QUESTIONS FOLLOWING A 20- OR 30-MINUTE INSTRUCTOR INTERROGATION DURING THE INTERVIEW. PRE- AND POST-TESTS CONSISTED OF AN INVENTORY OF BELIEFS AND A KNOWLEDGE TEST. IN THE ONE COURSE IN WHICH COMPLETE TESTING WAS ACCOMPLISHED, THE EXPERIMENTAL GROUP MADE SIGNIFICANTLY HIGHER SCORES WITH RESPECT TO KNOWLEDGE THAN DID THE CONTROL GROUP (TELEPHONE INTERVIEWING WAS NOT INCLUDED IN THIS LATTER GROUP'S SCHEDULE). WHILE EMPIRICAL EVIDENCE FROM TESTING DID NOT ESTABLISH THE VALIDITY OF THE AMPLIFIED TELEPHONE INTERVIEW, OVERWHELMING EVIDENCE FROM INDIVIDUALS INTERVIEWED AND FROM FACULTY AND STUDENT REACTION INDICATED A FAVORABLE ENDORSEMENT OF THE PROGRAM. (JM)

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AN EXPERIMENT TO DETERMINE THE VALUES OF USING AMPLIFIED CLASSROOM TELEPHONE INTERVIEWS WITH SIGNIFICANT INDIVIDUALS TO ENRICH CERTAIN COLLEGE COURSES, FINAL REPORT

An Experiment with a New Media

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by

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Despite great emphasis upon new methodology and new media in education, there still remains a tremendous gap between the developing scientific technology outside the school and the exploitation of that technology within the classroom. A time lag of a decade or more occurs between the availability of a new technological device and its classroom application. The telephone is an excellent example of this. Conference phone calls and amplified office telephone communication have been used in business and industry for years, but their role in education has been limited. Educational use of the telephone has been restricted largely to supervisory and executive positions. This is unfortunate since the telephone can not only lighten the administative chores of the average teacher, but it can release time and energy for his primary purpose — classroom teaching.

The educational values of the telephone deserve more careful study. Electronic communication now makes possible an amplified telephonic system in which an entire group can hear the comments of a consultant at the other end of the line, and, at the same time, individual students can participate in the discussion with the expert without leaving their seats. The equipment involved is surprisingly simple. An office telephone with an attached amplification unit and an auxiliary microphone telephone are the only requirements.

Using such apparatus, a class can chat with a state governor from his office in the capitol, interview a labor union officer or business executive

without asking the individual to leave his desk, or discuss foreign policy with a top-flight authority on international affairs in a research center or school of diplomacy. Likewise, the device extends the influence and power of great teachers. It offers an attractive method of providing them with a larger audience, equalizing somewhat the teaching resources of the small college and the large university, and familiarizing students in a junior college with the calibre of teaching found in a four-year school.

The prospect of our colleges meeting the enormous problem of expanding classes and of a diminishing supply of able teachers is not a happy one. The experiment suggested here attempts to explore ways in which great teachers can be made more available. It also suggests a plan by which younger teachers can have the benefit of seasoned and experienced professors, and virtually any teacher, even the master teacher, can find enrichment by bringing into the classroom fresh scholarship and fresh points of view.

The amplified telephone interview offers other exciting possibilities by adding realism, currency and a multiplicity of viewpoints to the learning situation. The project also suggests a way to bring significant individuals, who would be otherwise unavailable, into the classroom. In addition, the experiment makes contributions to an investigation into the learning process. It attempts to place more, rather than less, responsibility on the shoulders of the students in their quest for knowledge. Hence a study which inquires into the effectiveness of a new medium in the learning process should be of interest to everyone concerned with education.

Nature of the Experiment

The proposal grew out of a year's experimentation (1958-1959) with the amplified classroom telephone in a course in American Government at Stephens College. At that time the experimentation was done on a very casual basis.

From time to time individuals were contacted and interviewed. No attempt was made to evaluate the results, nor were there any control groups. The General Telephone Company provided the equipment and the Citizenship Clearing House supported the project with a small grant. From all that could be assessed the results appeared to be very favorable. The students were enthusiastic and the instructor felt that the project certainly deserved further study. In the spring of 1959, a proposal was made to the Office of Education to extend the amplified-telephone technique into four fields, Philosophy, Literature, Business Education and American Government. The object of this proposal was to determine whether amplified-telephone interviews with significant people could enrich certain college courses. In addition, the experiment sought to determine whether current scholarship, along with contemporary social and scientific developments, could be integrated by this method into college courses. It was also thought that the technique would motivate the student by making him responsible for a considerable portion of the interrogation. Finally, it was hoped to discover whether individuals who could not be brought to the campus because of their current commitments, or because of the expense involved, could be made available to the students at a reasonable cost.

Some of the Questions Which We Hoped the Experiment Would Answer, or at Least Provide Some Information and Insight For:

1. Can a course taught in a classroom equipped with a telephone and appropriate amplifying equipment be used effectively to reduce the lag between current research and information available to students? Can persons doing research be brought before student groups at relatively modest cost to present the direction their research is taking?
2. Can student motivation in college courses be enhanced by bringing the views of outstanding men and women into the classroom in real and dramatic fashion?

3. Can the significance of academic subjects for real life be made more explicit by interviewing people who are devoting their lives to subjects which might otherwise seem to students to be simply academic matters.
4. Can students gain a clearer view of publicized research findings by actually interviewing persons who have done the research?
5. Can ordinary classrooms be so arranged that the objectives listed above can be realistically achieved by using relatively uncomplicated equipment?

The Plan for The Experiment

One section from each of four different college courses was taught by regular methods but with the addition of a bi-weekly telephone interview with some significant national figure or eminent authority. Courses chosen for this particular experiment were American Government, (a survey of local, state, and national institutions), Principles and Problems in Modern Business (an orientation to the world of business), Basis Beliefs (an integrated course emphasizing values and philosophical concepts), and Masterpieces of World Literature (an individualized reading course). The instructor in each course conducted regularly scheduled interviews with outstanding leaders and experts. Virtually all of these interviews were planned well in advance, and at sometime in each interview, the discussion was turned over to the students. Each of the experimental sections was balanced with another section taught without telephonic interviews. In order that some judgment of the relative significance of the interviews could be made, students in both the experimental group and the control section were given pre and post tests on content and in the area of attitudes. A content test in each course was devised by the instructors to evaluate content competancy. To measure attitudinal response, the Inventory of Beliefs was used. The latter test grew out of the American Council on Education's program for evaluation in general education.

Procedure for the Control Group

The control section in each of the four courses was conducted in the same manner in which sections have been taught in the past. The classes met three times weekly. Regular reading assignments were made and several examinations, including a final, were scheduled. As far as possible, the assignments for the control group coincided with those given to the experimental group.

Procedure for the Experimental Group

The experimental section followed the classroom procedures described for the control group. Virtually the only difference between the two sections was the schedule of bi-weekly telephone interviews in the experimental group. A list of the individuals interviewed is shown in Appendix A. These interviews were arranged, as far as possible, to coincide with the topic or unit which was under study. This was not always possible, but the relationship between the field of competence of the interviewee and the course assignment was always kept in mind. The interviews, except in a few cases, were announced in advance and the students were encouraged but not required to do supplementary reading which might broaden the base of discussion and add to the understanding of some of the ideas most likely to arise in the interview.

The procedure for the interview itself consisted in the main of two methods. In one case, the instructor opened the interview with a brief introduction, for the benefit of the interviewee, on the nature of the course and the history of the experiment. This was followed by a short personal history by the interviewee. The purpose of this was to introduce the class and the speaker to each other. In addition, the instructor began the discussion with some leading questions to set the tone and the area of discussion. Actually, the real purpose of the instructor's role was to "warm up" the interview and to break down as many inhibitions and barriers to communication as possible.

This "warm up" might last from three to five minutes. At the conclusion, the discussion was turned over to the students. Each student introduced herself and, to personalize the situation, mentioned her hometown, before she asked a question. The questions themselves were provocative and tended to elicit both information and personal commentary. Quite frequently, the interviewee would quiz the student on her question or upon her point of view. Each effort was made to improve the quality of questions. A post-mortem was generally held after each interview to evaluate the discussion, analyze the questions, and to determine whether the questions asked were pertinent or whether other questions should have been raised. An illustration of the student-centered interview is reproduced in Appendix B.

The other method of procedure, used primarily to gather knowledge and information in a field where the interviewee was a recognized authority, consisted of the instructor's directing the discussion for a much longer period of time---perhaps twenty or thirty minutes. At the conclusion of the instructor's interrogation the students would ask questions on the material developed in the interview or would raise questions from their own reading and general interests. This technique appeared to be very valuable in interviewing an individual who had great specialized knowledge. For example, one of the classes interviewed Richard Ellmann of Northwestern University at the time when his definitive study of James Joyce appeared in print. (See Appendix C) Both types of interviews produced an excellent synthesis of current scholarship and brought out an astonishing amount of information not generally available.

Analysis of Student Performance and Results*

At the beginning of the experiments with the use of amplified telephone interviews it was decided that each instructor of the four courses involved

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*The statistical plan for evaluation was devised by Lewis B. Mayhew, Director of Research, Stephens College, Columbia, Missouri. Mr. Mayhew also interpreted the statistical results.

administer two tests at the beginning of the instructional period and the same two tests at the end. One of the tests was to be the Inventory of Beliefs which is a measure designed to elicit student opinion about 120 statements on each of which general education courses might be presumed to have some effect. The second instrument was to be a knowledge test over the information to be taught in the course. The selection of these two instruments was an action of expediency since there were no truly effective instruments for measuring the outcomes presumed to be important in the amplified telephone experiment. In this connection one of the lessons to be learned from this experiment and from others like it is that more adequate budgeting should be provided for appropriate instrumentation. Many of the experiments of the sort described in this report do use rather unique means of education. For such experiments accurately to be measured, equally unique devices for appraisal should be prepared. Careful preparation of means of assessment require considerable time and considerable expense.

Again, because of lack of adequate planning time, the four instructors involved in this experiment administered the test instruments differently. The most complete administration of instruments was in the course on American Government, with the other three courses using modifications of the suggested testing pattern. Thus any results from the testing program must be viewed as highly tentative indicating only general directions.

In the course on American Government both tests were given in the fall of two sections of the course each of which were exposed to amplified telephone interviews and one section of the course in which students were exposed to regular instruction but not to the periodic telephone conversations. The same tests were administered again in May of 1960. Table I indicates the results of this testing with the two experimental sections combined into one.

Group	N				Median				Mean			
	Attitude		Knowledge		Attitude		Knowledge		Attitude		Knowledge	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Experimental Grp. I	29	19	28	19			.42	56.86	71.46	77.73	43.05	56.86
Control Group I	26	15	26	16	72.5	73	42.5	49.5	71.15	73.93	39.23	50.93

Significance of differences between medians of these various groups resulted in the following conclusions. The experimental group made significantly higher scores on the knowledge - post test than did the control groups; significance at the .2 level of confidence. The experimental group made significantly higher scores on the knowledge - post test than it did on the knowledge pre-test; significiance at the .001 level of confidence. The experimental group made significantly higher scores on the attitude - post test than it did on the attitude pre-test. These differences were significant at the .01 level of confidence.

Pre-test data for students taking Masterpieces of World Literature were unavailable; hence comparisons could only be made between the medians of the experimental and control group for the May testing. Again, using Chi-Square as a test of significance no differences were found on either the experimental group nor the control group on either the attitudes test nor the test of knowledge.

Similarly no pre-test data were available for the course in Introduction to Business nor was a knowledge test available for this course. Hence, a comparison was made between the median scores of the experimental group and of the control group on the attitudes test. Again, using Chi-Square, no significant differences between the medians were discovered.

These quite inadequate test results do suggest several tentative conclusions or tentative lessons to be learned from the experiment.

(1) In the one course in which the testing was accomplished for both pre and

post test groups the experimental group did make significantly higher scores with respect to knowledge than did the control group (students not having had amplified telephone interviews.)

(2) No significant differences were detected between the experimental and control groups with respect to the attitudes test. In view of the fact that this attitudes test measures what appears to be a rather stable fundamental personality syndrome, this is not surprising. It may be that an item analysis of the specific questions asked on this inventory would reveal some differences. However, in view of the general lack of rigor with which, unfortunately, the test data were collected, such an analysis was not judged completely appropriate.

(3) The individuals who taught the four different courses were all selected because of their recognized teaching ability but were not provided adequate time to develop instruments nor methods for obtaining test information. In view of this, the testing was somewhat less than satisfactory. In the future experiments several months should be devoted to preparing instruments before an experiment of the complexity of this one is carried out.

(4) While the empirical evidence from testing does not establish the validity of the amplified telephone interview, the overwhelming evidence from interviews and from faculty and student reaction go a long way to compensate for this lack. Subsequent experiments should not only present interview and opinion data but should present more rigorously controlled test information as well.

Student Response

Student reaction to the experiment was definitely favorable. In fact, such a judgment without highly complimentary elaboration would be misleading. Many of the students were tremendously enthusiastic and discussed the interviews in their halls and in other classes. Frequently, students not enrolled in the course would come to audit, and it was not unusual for visiting parents,

motivated by student comment, to sit-in on a scheduled interview. At the end of the term the parent of one student sought out his daughter's instructor and personally thanked him for the opportunity in learning which the course provided.

Subjective impressions regarding student response were reaffirmed and strengthened by a series of interviews conducted by the Research Department of the College. The students in these interviews were selected at random and interrogated by a trained interviewer at considerable length. Each interview was at least twenty minutes in duration and all of them were terminated arbitrarily at the end of an hour. The first of the interviews was conducted in December, 1959, some three months after the students had enrolled. The following excerpts are typical of the responses students gave at that time:

Awareness:

- that American Government is a living thing, applicable to every day life
- that men in politics are not "stereotyped"
- that it is one's duty to vote and to feel that it is important to vote
- that there is a need of getting the facts of the issues and knowing the "whys"
- that there is a correlation of subject matter of the course that she is taking in American History
- that she is a more staunch Republican than before; that it is important for people to study the party lines and choose
- that one needs more information to be an effective individual
- of how involved people are with their respective parties and of the dynamics of the political issues
- that one should be an active participant in government; "if a person feels it's just the other man's job, he's idealistic and not informed..."

Stimulation:

- to keep up with the responsbilities of the class by "digging up" information on the interviewees; to study more about our government operations

- to broaden one's own political outlook
- to work in politics
- to subscribe to such magazines as The New Yorker, The Reporter
- to broaden one's knowledge of the actual government, national affairs, and the effect of the U.S. foreign policy
- to ask questions and to consider the issues of the interviews; to discuss politics with others
- to open up one's "thought doors"
- to learn government in knowing the personalities

Interest:

- in meeting prominent persons informally, in hearing their "off the record" comments
- in realizing that politicians have human qualities; in getting down to the personalities, as Burkhart states, "The interviews provide 'human interest'"
- in providing another way of learning things: one can read facts which may not always be true, but to talk with people is a knowledgeable way of learning
- in feeling closer with the work of a politician, i.e. "rubbing dirt with them", "rubbing shoulders"
- in providing a dynamic classroom with allowing intimacy with clever people
- in developing the attitude, "Even if one doesn't agree with someone, it's still valid for this person to state his opinion"

At the end of the academic year, during the latter part of May, 1960, a follow-up group of interviews was arranged. The students interviewed included several who had taken part in the first interviews as well as students not previously interviewed. Student responses at this time were very similar to the comments made in December. Some of the questions asked during the final interview and the responses students made at the time were as follows:

What do you consider the "best features" of the Amplified Telephone course?

(1) Personal contact with public figures
- helpful in remembering the facts, etc., about government and the person interviewed
- contact with people whose opinions you respect, authorities in the field and the opportunity to ask them questions
- opportunity to chat first hand about views

(2) Awareness and stimulation of national and international feelings

(3) Reads magazines out of class with more enthusiasm

(4) Increases awareness of different sides of issues
- stimulation to examine one's previous conception of the man and politics which might have been prejudiced

(5) Taping interviews to make them available to the other section

What do you consider the "worst features" of the Amplified Telephone course?

(1) Lack of participation by all students
- Certain students could be required beforehand to be responsible for leading discussion
- not really a bad feature

(2) None

(3) Difficulty in arranging appointments
- Occasionally there have been unexpected interviews and little time to prepare background material on the person to be interviewed

(4) After hesitation: A very few speakers didn't seem worthwhile.

Would you take the Amplified Telephone if you had a choice?

Yes - 5

No - 0

What effect has this course had on you as an individual?

(1) Has made her aware of the importance of active participation in government.
- practical course, dinners, mock convention, challenging teacher, and magazine articles had made her enjoy and feel a part of government.

(2) Has made her see this course as a policy-politics course rather than the traditional textbook course; the non-talkers of the class may really be wanting the traditional type of American Government course.

(3) Has given her confidence and insight to ask questions not only in the classroom but also of other political figures; finds it a good experience to be able to ask questions and not feel inferior.

(4) Has made student interested in politics where she had little interest before.
- May take more Political Science courses in the future as a result of this experience.
- Was very uninterested in politics before and is now very interested in conventions, League of Women Voters, etc.; also enjoyed Social Studies trip to Washington where she met some of those who had been interviewed.

One of the instructors in the experiment, Mr. Kermit Crawley, asked all of his students to evaluate the experimental course, at the end of the term. Every effort was made to have the student reply honestly and anonymously. The results of this student evaluation were also very favorable and coincided with those obtained by the Research Service in independent interviews. The student's evaluation report is reproduced in the Appendix D.

Instructors' Reaction

In general the teachers were pleased with their experiences in using the amplified classroom telephone as a teaching resource. All of them felt that the device added another dimension to the learning process. All four teachers

who took part in the experimental program plan to continue using amplified classroom telephone interviews in the forthcoming year. However, despite a favorable endorsement of the program, each participating instructor noted certain problems which must be recognized and dealt with before widespread adoption of the procedure can be successful. A teacher evaluation form was provided for each interview. Representative responses are shown in the Appendix E.

Problem I

On the surface, the adaption of classroom telephone interviews to traditional courses appears to be effortless. To some it might even seem to be an automatic teaching device. A technique, perhaps, in which the burden of instruction is passed from the teacher to the outside expert. Nothing could be further from the truth. Classroom interviews are not self-operating. There is nothing automatic about this method of teaching. It does not diminish the work or the role of the classroom teacher. If anything, the use of classroom interviews requires more careful preparation and greater skill in execution. The teacher must be thoroughly familiar with the topic or area of discussion, must know something about the background of the interviewee, and be prepared to direct the discussion along profitable lines, preventing it from becoming just another "bull session." To do this requires knowledge and skill on the part of the instructor.

Associated with the larger and more difficult role played by the instructor, is his personal involvement in the interview. Frequently the intellectual excitement is so great that the teacher is literally worn out at the end of the class session. One instructor put it this way, "I was exhausted after some of the interviews...because of concern and emotional output during the interview." A degree of this almost complete involvement and

high emotional input moderates somewhat with the increased use of the interview as a teaching method and growing familarity with equipment. Nevertheless, after talking with a creative personality, seeing the way in which he handles problems and questions, and hearing him speak creatively, both the class and the teacher reach a "peak" experience. After the interview is finished the remainder of the day seems like an anticlimax.

Problem II

There is considerable administrative work connected with arranging interviews and working them into the normal class schedule. First, a resource person must be identified. Ideally this individual should be qualified by experience, knowledge and temperament, to contribute ideas, information and insights to a group of students of a particular level of maturity. Then a letter must be written describing the program, stating the purpose of the interview and the area of discussion. To facilitate this phase of the arrangements, a form letter was drawn up (see Appendix F) and sent with the initial letter. After the prospective interviewee has replied, a date for the interview must be mutually agreed upon. The second step can be expedited by suggesting several possible dates in the first letter. In any event, the date selected must be confirmed. All of this requires, two and possibly three letters. Finally, a note thanking the individual for his participation is appropriate. Some of the correspondence can be by-passed and the arrangements speeded up by using the telephone. However, it would be fair to say that no program could be carried out very adequately without good secretarial assistance.

Problem III

Undoubtedly the interviewing technique is more easily adapted to some academic courses than others. In courses in political science where there is

need to square classroom theory with the actualities of politics, or in a course in business and economics where the people working the field can make a valuable contribution to the education of students, the amplified classroom telephone can be a very fine method of course enrichment. The ease with which the technique can be applied to other courses varies. One of the courses in the experiment, Masterpieces of World Literature, is ordinarily taught on an individual reading basis. The mechanics required to arrange group meetings and group assignments were, at times, disrupting to the established continuity of the course.

Response of the Interviewees

One of the most interesting aspects of the entire experiment was the generous and enthusiastic manner in which significant individuals responded to the invitations to participate in the program. Virtually every person who was asked to take part replied, and more than 95% indicated an interest in the program and a willingness to participate in the interview. Approximately 5% of the individuals invited had to decline because of academic, business or office commitments.

The reaction of the interviewee to the interview itself was very favorable. Many participants wrote congratulating the college on initiating such a program. Mr. Roswell Garst of Coon Rapids, Iowa, who was host to Chairman Khrushchev in October, 1959, and interviewed by a class in political science shortly after the event was one of many who write such letters. Two paragraphs of the letter convey Mr. Garst's enthusiasm for the idea and his impressions of the interview itself:

> "I must congratulate you and your college on this type of interview. I could tell it was very effective while I was doing it and I am astonished that it is not more widely used.
>
> I simply could not have taken time out to drive down to Columbia, but I could take an hour off and do it by telephone. And I am quite sure that you could increase the number of such interviews endlessly where you could not increase the number of characters interviewed if they had to take time out and come to Columbia."

Conclusion

Aside from the test results and data analysis, there are certain impressions and assumptions which do not lend themselves to precise statistical measurement. Test results do not reveal the interest and enthusiasm generated by a particular method of teaching; neither do they indicate such subtle factors as the extent to which a particular course may have inspired a student to take an interest in public affairs or to major in a specific field of learning. There is evidence that some important, though intangible, changes did occur. In the course in American Government, for example, the students in the experimental section did more voluntary outside reading on subjects related to interview topics and to the general field of political science, than did students in the control section. At the end of the school year, approximately ten per cent more students in the experimental sections indicated that they planned to take a major in political science than did the students in the control section.

Aside from this, there was a marked impression that the use of the amplified telephone interview increased the sophistication of students in handling ideas and in talking with state and national personalities. Students gained in poise and self-confidence as well as in the ability to ask better questions and to direct the interview along the lines of pertinent inquiry.

What permanent gains resulted from the contact with significant personalities? Do students develop their skills in problem solving by listening to a creative mind analyze a problem step by step, and arrive at a defensive conclusion? Is the love of learning enhanced by listening to a great scholar report on his research. Do students acquire a feeling of competency, as well as interest, in an academic or career area by talking with someone who is passionately committed to the values and significance of an academic discipline?

Does critical thinking and critical discernment result from exposure to controversy and the impact of differing views on great issues? What are the long range results in personal and civic competency which result from classroom experiences growing out of interview with significant individuals?

Unfortunately the answers to these questions cannot be found in test results, data sheets or in the final grades turned into the registrar's office. Valid evaluation must wait the advent of more experimentation and the passage of time. The experimental use of amplified telephone interviews in four courses over a period of one year is too limited in scope to resolve conclusions categorically. There is also the hint that some of the effects will not be apparent for a number of years. How many students inspired by a particular interview will decide to major in the field and become teachers? Perhaps only a follow-up study made five or ten years hence might throw light on the inspirational aspects of the experiment.

To what extent would the amplified telephone device have implications for other schools? Admittedly, a one year's experiment cannot be regarded as definitive or conclusive. Even if the results were taken at face value, it is highly probable that the successful use of the telephone apparatus will depend more upon such factors as released time from normal teaching load and adequate secretarial assistance than it will on the device itself. If there is one conclusion that dominates all others, it is that the amplified telephone interviewing technique increases rather than decreases the role of the teacher. More planning is required for this type of teaching and the demands made upon the instructor's energy, skill and resources are greater than those generally required in conventional teaching. It is also probable that the most effective use of the classroom amplified telephone is related to the personality of the teacher and his approach to the teaching process. If the instructor has an experimental outlook, if he is favorable to new ideas and the use of new media,

if he does not feel threatened by stepping away from the lectern and permitting the students to assume a certain amount of responsibility for their own learning,— if these rather intangible factors are present, the chances of achieving a more dynamic classroom situation are immeasurably improved.

One can speak with greater certainty on the response of the students. As indicated earlier in this report, when students were asked the question, "Would you take the amplified telephone course if you had a choice?", all of those interviewed replied in the affirmative. This reaction is also reflected in the enrollment in American Government. In the two years, in which the amplified telephone interview has been used in this course, enrollment has increased from 60 students in the year 1957-58 to 75 in 1958-59 (the first year the course was offered) and 99 students in 1959-60. In fact, at the beginning of the second semester of the first year in which the technique was used, students had to be turned away from the course because of crowded sections, a situation unprecedented in the history of the enrollment of the course.

The potentialities of this new medium are great. The facilities are closely tied to the meteoric developments in the field of electronics. Almost weekly new discoveries are made in the techniques of communication. Such ideas as data transmission by machines over telephones and the transmission of both typescript and handwriting over the telephone networks are now realities. Video telephones are now in the experimental stage. The launching of the Echo I satellite demonstrated the enormous possibilities of inter-continental telephonic transmission. Both the range and the fidelity of telephone communication is almost certain to increase. Innovations in this field will provide great resources for teaching and learning.

The fact that there has always been a lag between technology and its utilization does not mean that the lag is inevitable or cannot be shortened.

If we recognize the facilities that are now available and are cognizant of the nature of the discoveries which are constantly being made, we can anticipate some of the educational implications of the expanding technology and utilize innovations as soon as they are operational.

Appendix A

A Representative List of Individuals Interviewed

W. Richard Poirier	Harvard University. Newly appointed editor of the O. Henry Prize Stories. Editor (with Jack Barry Ludwig) Stories British and American, Houghton Mifflin. Associate Editor (with Robert Lowell, Allen Tate, et al), Audience (quarterly review, Cambridge.) Author of a work on Henry James to be published shortly in London.
Richard Ellmann	Northwestern University. Author of Yeats: The Man and the Masks, The Identity of Yeats, James Joyce (736 page biography). Editor of My Brother's Keeper by Stanislaus Joyce, co-editor of The Critical Writings of James Joyce.
John Malcolm Brinnin	University of Connecticut. Former director of the Poetry Center, NYC. Editor (with Kimon Friar) of Modern Poetry: American and British. Author of (verse) The Garden is Political, The Lincoln Lyrics, No Arch, No Triumph, The Sorrows of Cold Stone; (biography) Dylan Thomas in America, The Third Rose: Gertrude Stein and Her World.
John Ciardi	Rutgers University. Poetry editor of the Saturday Review, Author of Homeward to America, Other Skies, Live Another Day, From Time to Time, As If, Poems New and Selected, I Marry You, 39 Poems; How Does a Poem Mean. Editor of Mid-Century American Poets. Translator of Dante's Inferno.
John Hollander	Yale University. Poetry editor, Partisan Review. Author of A Crackling of Thorns.
William Arrowsmith	University of Texas. Rhodes Scholar, Guggenheim Fellow, winner of the Prix de Rome. A founding editor of the Hudson Review. Translator of The Satyricon of Petronius; one of the principal translators (Euripides) for The Complete Greek Tragedies.
Budd Schulberg	Author of (novels) What Makes Sammy Run, The Harder They Fall, The Disenchanted; (scripts) On The Water-front, A Face in the Crowd, etc.
Katherine Anne Porter	Author of Flowering Judas, Pale Horse, Pale Rider, The Leaning Tower.
Jean Stafford	Author of (novels) Boston Adventure, The Mountain Lion, The Catherine Wheel; (short stories) Children Are Bored on Sunday, The Interior Castle.

Appendix A

A. J. Liebling	Staff writer for The New Yorker since 1935. Author of The Wayward Pressman, The Second City, Mink and Red Herring, The Honest Rainmaker, and other books.
Charles H. Percy	President, Bell & Howell, Platform Chairman, Republican National Convention.
Thurston Morton	Senator from Kentucky, Chairman Republican National Committee.
James A. Farley	Former Postmaster General and National Democratic Chairman; now Chairman of the Board, Coca-Cola Export.
Chester Bowles	Congressman from Connecticut, Platform Chairman Democratic National Convention.
Kenneth Hechler	Congressman from West Virginia.
Mark. O. Hatfield	Governor of Oregon.
Edmund "Pat" Brown	Governor of California.
G. Mennen Williams	Governor of Michigan
Orval Faubus	Governor of Arkansas
David Lawrence	Governor of Pennsylvania
Wilson Wyatt	Lieutenant-Governor of Kentucky.
M. E. Spaght	Vice President, Shell Oil Company
Mrs. Claire Williams	Republican National Committeewoman of Florida.
Barry Goldwater	Senator from Arizona.
Stephen K. Bailey	Professor, Department of Political Science, Syracuse University.
Clinton Rossiter	Professor, Department of Political Science, Cornell University.
James L. McCamy	Professor, Department of Political Science, University of Wisconsin
Sidney Hyman	Correspondent, Washington Post.
Bill Redmon	MFA Mutual Insurance Company, Columbia, Missouri (Personnel)
John Thompson	President, Missouri State Chamber of Commerce, Jefferson City, Missouri

Appendix A

Carl Marrow	Missouri Power and Light Company, Jefferson City, Missouri (Corporations)
Mrs. Alice K. Leopold	Assistant to the Secretary of Labor, U. S. Department of Labor, Washington, D.C.
Dudley Sheppard	Fresno, California (Insurance)
Dexter Keezer	Vice-President and Director of Economics Department, McGraw-Hill Publishing Co., Inc., New York.
George Romney	President, American Motors Corporation, Detroit, Michigan.
Lawrence R. Kahn	A. G. Becker and Company, New York (Stock market and investments)
Josee Powell	Assistant Secretary and Director of Personnel, Missouri Farm Bureau Federation, Jefferson City, Missouri.
Erwin D. Canham	Editor, Christian Science Monitor, and President, U. S. Chamber of Commerce, Boston, Massachusetts.
John Furbay	Director, Air World Education, TWA, New York
Don Cowen	Director of Public Relations, Oak Ridge National Laboratories, Oak Ridge, Tennessee.
Mrs. Mary Roebling	President, Trenton Trust Co., Trenton, New Jersey, and Board of Directors of American Stock Exchange.
Miss Margaret Divver	Second Vice-President, John Hancock Mutual Life Insurance Company, Boston, Massachusetts.
Gano Chance	Chairman of the Board, A. B. Chance Co., Centralia, Missouri.
Dr. Cylvia A. Sorkin	Business Consultant, St. Louis, Missouri
Kenneth Newland	Curator, National Air Museum, Smithsonian Institute, Washington, D.C.
Mrs. Margaret Hickey	Public Affairs Editor, Ladies' Home Journal, Philadelphia, Pennsylvania.
Alexander Callandra	Professor of Physics, Washington Univers' ty
Father Naus	St. Louis University
Rabbi Pimontel	Hillel Foundation

Appendix A

Three-way Interview

Dr. Jaroslav Pelikan	Professor of Historical Theology, University of Chicago.
Father Walter Ong, S.J.	Professor St. Louis University
Dr. Lewis Spitz	University of Missouri, Moderator

Appendix B

Interview with Clinton Rossiter, Professor of Political Science, Cornell University February 10, 1960

(Student-centered interview)

Instructor: In his book on the American Connonwealth, James Bryce has a chapter entitled, "Why Great Men Do Not Become President". Do you think if Bryce were writing today he would come to the same conclusions?

Professor Rossiter: I don't see how he could. I took this question up with a class of mine the other day and made them do a little home-work. I asked them to put down the names of the great Prime Ministers from 1861 to 1960 and the names of the great American Presidents from 1861 to 1960. It's amazing how about equal they are. For every Lloyd George they produced we produced a Wilson. For every Lord Salisbury they produced, we produced a Theodore Roosevelt. For every Churchill they produced, we produced a Franklin Roosevelt. At the same time you can adjunct someone like Bonar-Law or Ramsey MacDonald or Stanley Baldwin against someone like Calvin Coolidge or--well I don't think they've had anything as bad as Warren G. Harding. But I don't think we're likely too, either. I feel he would have to rewrite the chapter and as I understand, toward the end of his life he was not half so happy with it as he was in the beginning.

Instructor: He was commenting on a unique period in American history.

Professor Rossiter: He wrote the book in 1886-87.

Instructor: At the time the conclusions were fairly accurate in the post-Civil War period.

Professor Rossiter: And in the pre-Civil war period, there is not much you can say for President Buchanan. That was a time when legislative government was at its height and the Executive inevitably declined and unattractive men were placed in the office. Wilson made this observation in his book CONGRESSIONAL GOVERNMENT which was published in 1884. When he did his lectures at Columbia on CONSTITUTIONAL GOVERNMENT in 1908, he admitted there had been a consider-able change. Especially through the activities of Cleveland and McKinley, a much underrated President, I think, and Theodore Roosevelt.

Student: Woodrow Wilson probably had a little more time to revise his conclusions and he was more closely involved with the institution of the Presidency than James Bryce.

Professor Rossiter: But also, as an author I know when you get a good idea and you put in a good phrase, especially as a chapter title, you just hate to give it up.

Appendix B

Student: Your thesis in the American Presidency is that the office has evolved. That it certainly is not the office that the forefathers had in mind when they drew up the Constitution. Also, that right now it is the most important job in the country, perhaps the most important job in the world. Isn't this pretty much the theme of the book?

Professor Rossiter: Oh yes, I think it has been the most important job for some time. However, I would not underestimate the prophetic qualities of the founders on this. I don't think they had any idea of a tribunated office, but that they expected the Presidency to be a strong office, and an independent office, and an office layden with prestige cannot be doubted. They had the notion, when they personalized the office in their mind, of Washington. They thought of Washington as an image of the President. Here was a giant figure. They expected not every president to be that kind of person, but I think they did feel that he would be the First Citizen of the Republic, and that he would exercise very strong power in diplomacy and defense and in general in the leadership of the people.

Student: Do you think there is a natural ebb and flow of power between Congress and the Executive. At certain times there will be a resurgence of power of each?

Professor Rossiter: Oh yes, very much so. I think Congress is going to be put more and more in a kind of negative posture as the problems grow more complicated and each Congressman comes to represent more and more people because I don't think we are going to raise the numbers in the House and that would just make a mess anyway. As Congress pursues the same kind of rules as it has before, which emphasize individual anarachy, Congress is going to have more trouble being creative and is going to relie more on the President and the Bureau of the Budget and the various agencies to make legislative proposals to it. But it's going to exercise complete independence in deciding to accept those proposals or not. And there is a sort of a balance growing in Congress itself. As it declines as a legislative body, it grows as an investigating and an overseeing body. In one sense in this area it is stronger than the President. It is a really better educational institution for those who bother to read their newspapers. The President isn't going to dig out--you know--Charles Van Doren, but Congress can or somebody in Congress can. One of the most interesting things about this is that Congressmen know almost instinctively now that the road to prestige and status and more power is not to be creative lawmakers, but being first-class investigators.

Student: This immense power of investigation is both good and bad, isn't it?

Professor Rissiter: Yes. Take the phenomenon of _____. He puts on a television spectactular for the housewives of America and finds himself a national figure.

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Instructor: Congress, through the investigating technique, can get more immediate attention and for a longer period of time than can the President.

Professor Rossiter: Of course, Congressmen can't get things done. That's where the rub really comes. You've got to pass laws, appropriate money, and get the laws executed.

Student: What are your thoughts on the way we nominate our candidates for the Presidency. Laski referred to the national convention as a national lottery, do you agree with this?

Professor Rossiter: No, not at all. I think the convention is a wonderful instrument. I think, as I said in my book, that it's raw, vulgar and plebian. Well, we are a raw, vulgar and plebian country. But I think the main thing about the convention is that it does what we want it to do. No one can say that it has not come up with good choices over the years. It made one bad slip in the days of Warren G. Harding, but what did the country want but a Warren G. Harding at that time. In my revised book, I treat the convention in more extended fashion. The point I try to make is that the convention is more than a technique just for the Presidency. It is the only visible sign or institution of national party life in this country. If we didn't have the convention and with it the campaign, we wouldn't have any national parties in this country. We would simply have 50 state parties and all the little petty baronies in the counties and the cities and it is the national convention that brings these people together and gives them some feeling that they are a nation-wide agency. On top of that I do feel that the process of nominating is a little different than the process of electing. I think the people are able to make a choice between two or three candidates, but I do not think they are able at the polls to choose between 8 or 10 possible candidates or go rummaging around for the dark horse or the pale horse.

Student: The convention then is a deliberative body.

Professor Rossiter: Very often it is. But what is more important, like a deliberative body the convention ends up with a show of unanimity and a party needs that. It needs to have the wounds healed over that are inevitably put in the body politic in this kind of process. Now a primary cannot do this. A primary divides a party. The only alternative any one has ever suggested, really is not only one primary but two. You would have to have first a national primary in each party and in which all of the candidates would be entered and then, inevitably, a run-off and then we would have an election in November. And if you don't mind I would rather not live in that country. I would like to see the presidential primaries in the individual states wiped out.

Student: Don't you think that the manner in which we choose our delegates to the national convention should be changed?

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Professor Rossiter: I don't know. I think that those people who do the party's work year in and year out, take party responsibility, have party loyalty, care about the party are the people who should take charge of the party's great activity—the convention.

Student: How do you tell the difference between a Democrat and a Republican?

Professor Rossiter: Well isn't that funny, I am sitting here writing a chapter in a book called, "Democrats and Republicans: Who Are They". I don't know how it is in your section of the country, but in my part of the country the distinction is a fairly clear one. If we leave the South out of consideration and we examine the voting record of the two parties in Albany or in Washington, I think you will find in general that the Democrats are the progressive party and the Republicans are the conservative party of the country. Like all of the American progressive parties that has to be a majority it is not too progressive and the Republican party is not too conservative. There is no doubt that the bias of the Democratic party is toward the lower and lower middle class and its problems, organized labor, second generation Americans, etc. and the bias of the Republican party is somewhat in the other direction. A Democratic administration will spend more than a Republican administration. A Republican administration will give more tax relief. I don't think you can choose much between them on civil liberties and civil rights or national defense. Certainly again in our party of the country the class criterion is an important one today and I almost say, "Alas", growing. The Republican party is a party of the upper-middle class suberbs. Democrats are a little more adventursome, a little more tolerant and a little more liberal with other people's money.

Student: In Robert Jungk's "Tomorrow is Already Here", he suggests the possibility of an electronic Presidency. What do you think of this idea?

Professor Rossiter: I don't believe in it at all. I do believe that machines will be used to serve the human brain. I've already seen this done at places like the Naval War College or we have seen it in the use of Univac where we throw all the information we got, and the statistics and all the trends in, the Univac tells us three hours ahead of time whose going to be President. But Univac isn't going to choose our Presidents and Univac isn't going to choose our foreign policy for us. I had a long talk about this with a physicist and with a physiologist just a few days ago and they assured me that the human brain is such a complicated structure with so many little nerve cells and nerve endings that the machine which would duplicate this would have to be housed in a structure two miles long and two miles wide and even then it would not do what the brain can still do. So I'm not worried.

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Student: Do you think that the concept of presidential leadership will be a campaign issue?

Professor Rossiter: No, I do not because I believe that the two men who will run will run as potentially strong leaders.

Student: I think we pretty well know your views on the Presidency. But I was interested in your comments on the Vice-Presidency. Considering the emphasis which the present administration has placed on the Vice-Presidency, what do you see for this office in the future? Do you think it will become more of a place of responsibility and leadership.

Professor Rossiter: I think that's entirely up to each individual President. If the President is a kind of an easy-going fellow who is willing to share power, who has such a commanding position that he is not worried about people nibbling away at his prestige, if he likes his Vice President, if he trusts his Vice President, if the Vice President is a loyal person toward him, I think he will make a good deal of him, the way Mr. Eisenhower made of Mr. Nixon. But don't forget that throughout much of our history, Vice Presidents have been put on tickets in order to balance the ticket and in many instances the Vice President has been quite remote from the President in his principles, and philosophy and attitudes and there was not a sense of mutual confidence so that I think this is going to be spotty as we go along. There is no doubt that Mr. Nixon and Mr. Eisenhower have strengthened the office, but there is no indication that this, however, will be permanent. The office itself is still powerless. Fifteen times in our history we have been without a Vice President. We have never missed him, and if Mr. Eisenhower should die today and Mr. Nixon would succeed him no one would worry about someone filling the role of Vice President. So it isn't any office that has to be filled.

Student: Getting around to current legislation and current issues, do you think Congress will eliminate the Connally Amendment in respect to our relationship with the World Court?

Professor Rossiter: I don't know. It's a funny thing. The chief academic figure on this is my next door neighbor—he has an office next to mine. His name is Herbert W. Briggs, President of the American Society of International Law. He thinks—I asked him yesterday, I seem to be terribly well prepared for this—he thinks that the Connally Amendment is going to be eliminated and that we will begin to use the World Court a little more.

Student: James Bryce stated that the weakness of the Congress is the Strength of the President. Do you agree with this?

Professor Rossiter: Well, in a way. A floundering Congress will inevitably push power toward the President. We have a situation today where the pressure to exert power is very great. We're in

a power world, a world in which the use of power is becoming more and more normal. There are certain things that the American people want done and there are certain things that the aggressive posture of the Soviet Union forces upon us. If Congress will not do these things, then someone else has got to do them and it's going to be the President.

Student: It has been said that history makes the man and that Franklin Roosevelt would have never been the dominating force that he was had it not been for the fact that he was President in a time of crisis.

Professor Rossiter: Well I expect that's true. History can't make a man out of nothing. James Buchanan proved that. But if the man has certain potentialities already, history will give him the chance to exercise and improve those. Now if we had had just nice normal times, Franklin Roosevelt would probably not have done some of the things he did. On the other hand, if Warren G. Harding had been President—I don't know why I've got it in for poor Mr. Harding today—but say if President Coolidge had been faced by the depression of thirty-two, thirty-three, along in there, I don't think he would have done very much. I think the best example in reverse of this is Theodore Roosevelt, who had the personality and the potentialities and the will to be a strong President, but lived in times, you know, when there wasn't so much for him to do. Teddy would just have loved to be a wartime President. He would have loved to have taken over from Woodrow Wilson. During wartime, he would have been very strong, indeed.

Student: This week John Scott was on our campus and he lectured on Russia. He stated the idea that for America to maintain her competitive position we would need strong national leadership. To achieve an annual productivity growth of five per cent. I would like to ask you how can the President, without becoming autocratic, accomplish this with a habitually conservative Congress?

Professor Rossiter: I don't think he can. This is one instance that I think you can see, as I tried to say in Chapter II of my book, the limitations on the Presidency. The President cannot create singlehandedly the conditions which will allow us to plow back a lot more of our surplus capital into heavy industry. He is not the man to say that we will not produce tail-fins on cars and use that extra steel for some other purpose. He is not the man who can create the conditions that will encourage new industires to go into certain areas with better tax set-ups. Congress has got to do this. If Congress does not become upset with the notion of national growth then obviously we are not going to grow that way. As a matter of fact, it is not a question growth so much, but what you do with your growth. It is not a question of what the Soviet Union is producing versus what we are producing; it is what they are doing with what they are producing.

Appendix C

AN INTERVIEW

with Richard Ellmann

(A Teacher-centered interview)

Richard Ellmann is one of the world's foremost authorities on James Joyce, who is in turn one of the great writers and great enigmas - of the twentieth century. Professor Ellmann teaches English at Northwestern University, is the author of two books on William Butler Yeats, and editor of two on Joyce, in addition to his current biography of Joyce. Mr. John Thompson, of Stephens Literature department, conducted the following interview with Mr. Ellmann by telephone on October 27, 1959.

Mr. Thompson: My students are impressed that they are in the middle of a literary event. I wonder if you would mind saying a word or two as to what happens to a tired author on publication day in New York.

Mr. Ellmann: I suppose the pleasantest part was the Gotham Book Mart, the center of the Joyce world. There were a good many people there - Frank O'Conner; Helen Joyce, the first wife of Joyce's son; Sylvia Beach came a little later, and Lucy Leon. A great many people connected with Joyce, many of whom sat as characters in my book. Very crowded and lots of Irish whiskey. Afterwards the meeting of the Joyce Society was very pleasant.

Mr. Thompson: I can't forebear interrupting - Joyce's favorite whiskey in Finnegans Wake is John Jameson and Son. Once he uses just the initials, JJS, which are the initials, also of the James Joyce Society.

Mr. Ellmann: Yes, Joyce was aware of that, and cherished the initials as possibly talismanic. So, when he once considered giving up the writing of Finnegans Wake, he thought he would ask James Stephens to finish it for him, so that the title page might bear the initials "By JJ and S."

Mr. Thompson: They had the same birthday, hadn't they?

Mr. Ellmann: Yes, Joyce liked to believe they were born on the same hour. He was fond of coincidences and wanted to find them...We had many dinner parties in New York - all very gay. No time to be tired.

Mr. Thompson: After all you've been through, is there any danger of your growing tired of James Joyce?

Mr. Ellmann: A considerable danger of that, not because Joyce is exhaustible, but because I am.

Appendix C

I made three trips to Europe in 1953, 1954, and 1956. The first time it was uncertain that I would be able to write the book at all. The cooperation of a good many people was necessary. Fortunately, even the people who were reputed to be difficult turned out to be affable. His sisters, for example, were said to be unwilling to discuss their brother because, unlike them, he had renounced the Catholic Church; but in fact they were pleased to have someone interested in their informal reminiscences.

Mr. Thompson: What about Nora's sister?

Mr. Ellmann: She was very helpful. I went out to Dublin to see her - a very animated person married to a furniture polisher, whom she dominated. She had a good deal to say, and her observations were those of a sharp observer. Contrary to what one might expect, the literary people had less to say about Joyce than people who were not literary. He talked more openly to people who were not likely to turn it to literary account.

Mr. Thompson: Did Jung have anything interesting to say?

Mr. Ellmann: I think he had forgotten some of the details, but he had Joyce's daughter as a patient and had seen a good deal of Joyce. He wrote a long preface to the German translation of Ulysses. Joyce was asked whether he would accept the preface, which was hostile and misunderstanding, and he said, yes. His notion was to allow Jung to make a fool of himself. The publisher insisted upon a change, however, and Jung put the preface in a somewhat more favorable form and sent it to Joyce and said he was much impressed with the end of Molly Bloom's monologue and with Joyce's understanding of women. Joyce proudly exhibited this to his wife and friends. His wife said, however, "My husband knows nothing at all about women."

Mr. Thompson: I wanted to say a word about us, Dick. You are addressing a class of first-year students in world literature and so far they have read very little about Joyce. None of them has yet read your book because our copies have not come. Thanks to you, mine did, but I have not yet finished it. I don't want to go too fast. I thought I had made a literary discovery of my own in your mention of Nora's friend Bodkin. I couldn't believe you had not identified it with the story "The Dead". As I later found out, you had, of course.

Mr. Ellmann: Yes, Nora's sister told me about him.

Mr. Thompson: What started you off? Did you realise how complicated and voluminous it was going to be? You said you were surprised with the cooperation of people. Did you have any rebuffs? How did you organize and shape the material which you had accumulated?

Appendix C

Mr. Kilmann: The work of Joyce began when I was working on Yeats. I thought I was searching for essences but when I finished, I found I had lost essence I wanted to get. I had the notion that if I worked on another writer I would work on more detail. While working on Yeats I said to Mrs. Yeats, "Do you remember the story which has been told about the first great meeting of Yeats and Joyce, when Joyce is supposed to have said, "You are too old for me to help you." Yeats was thirty-seven and Joyce twenty. Mrs. Yeats said, though both men courteously denied the story later, that it was true, and she had a document to prove it. She unearthed a preface Yeats had written in which he asserted that Joyce had asked him, "How old are you?" and Yeats told him though he said he was a year younger than he actually was. Joyce said, "I thought so. You are too old for me to help you."

I found myself in Evanston and a man called me up and said, "Come and see my Joyce collection." He was only five blocks away. He had one of the best collections of Joyce material - it was James F. Spoerri. It occurred to me that there was so much written about Joyce that had never been assembled. Frank O'Conner encouraged me, and other people, including John H. Thompson, of Stephens College, who very generously let me use some valuable parts of his collection. There were some rebuffs, but on the whole most people helped, and I didn't experience the difficulties I had anticipated. I knew it was a big job, since Joyce had lived in a number of places in Europe and I would eventually have to go to them.

Mr. Thompson Why did Gorman bother to write a biography, as circumscribed as he was by Joyce's kibitzing?

Mr. Kilmann: He was experiencing a very turbulent time in his own life and he took 9 or 10 years to write it, though he did not gather material for anywhere near that period of time. Joyce was not too helpful to him, but occasionally told him of the people he might go to see, but Gorman was too busy or too poor and involved in his own affairs. Then too, he couldn't bear the thought of going to Trieste; or of spending much time in Zurich or Dublin. Paris was the only city in whole existence Gorman really believed.

Mr. Thompson: Stuart Gilbert in his recent review of your book mentions your account of the scene in which Nora says she is burning all of her husband's letters. Gilbert wondered how so many of Joyce's letters to Nora had survived.

Mr. Kilmann: They were left behind by Joyce inTrieste in 1915 and forgotten when he returned there in 1920. His brother Stanislaus kept them. The year after Joyce's death I went to Trieste to see the pile of material his widow had and I went through it and the letters to his wife were still there - forty of them. Now they are at Cornell University. They're extraordinary candid letters.

Mr. Thompson: Once you had accumulated such stacks of material, how did you ever manage to organise the stuff? You must have used many files and folders.

Appendix C

Mr. Ellmann: I did have a method some reviewers called scientific, though I'm afraid it was only pseudo-scientific. There was a chronological file in which I took each year of Joyce's life and each month, and then I had an alphabetical file of interviews, then a lot of disordered material which I had to go through many times. The main organization came in rewriting the book five times and rewriting sentences more often than that, and that way I hope the impressions of order is not an illusion. I did have a notion that each chapter ought to embody some principal event or should be dominated by a given mood. This is easy enough in Joyce's early life, but gets more difficult when he is older and is engaged almost simultaneously in a great many quite different activities. I had to decide whether to make the later chapters topical, or to keep them in some sense chronological. That is, should I follow one aspect of his life in one chapter, another in another, or should I try to deal with all the aspects together. To deal with one aspect at a time would lose, I felt, the sense of the whole man, with his variety of activities. Still it was essential to find some theme which would bind these activities together, if only loosely. The main difficulty in composing these later chapters was to find such a theme. I thought I had found one for the period 1926-29, in Joyce's reaction to the growing criticism of Finnegans Wake - his mood seems dominated by anxiety about the attitudes of friends and reviewers. Then from 1932 to 1935 the dominant theme is worry over his daughter Lucia's madness. Of course, it was also the time when Ulysses was at last allowed into the United States, after being under ban for eleven years. This was one of the events I had somehow to associate with Lucia, and there was the fact that, when the ban was lifted, Joyce's friends called to congratulate him; Lucia cut the telephone wires, then cut them again. So even this incident had some relation to Lucia, and it was possible to keep her near the center of the stage. I thought I should do this because Joyce's thoughts never left her for long. The last chapter had for theme the mood of despair which assailed not only Joyce, but many people in the world, after the fall of France, when he was trying desperately to get his family to the safety of Switzerland. If I succeeded, I represented the mood as pervasive in Joyce's last years even when he was doing things quite unconnected with the war. It emerges in his casual remarks, in his behavior at parties.

Mr. Thompson: Some critics of biography feel that the life of an author tends to stand in the way of the appreciation of his works. In the case of your book they are inseparable. Which is which, the works or the man?

Mr. Ellmann: In the case of Joyce, one feels that the priority of art to life is not certain, that he lives partly in order to write about living. While Joyce was writing he used to tell friends that they would be characters in his novels. Oliver Gogarty was so annoyed at being an accessory before the fact that he threw Joyce out of the tower where they were living together. Joyce's art became a kind of weapon. Like the old Irish bards, who used to threaten that if not received hospitably they would curse

the host in rhyme, Joyce also threatened his acquaintances with artistic punishment. That makes him sound cold heartless, which he wasn't. He was a strange mixture of artist reshaping life in his art, and a person who lived bookishly to make his books more alive. He controlled some of his experiences, but, of course, there were some he could not control. When his daughter went mad he could not believe that his generalship was totally useless to cure her - and for a long time he insisted that she was not mad, just girlish. Eventually he had to concede that she was insane, that in this instance life had got beyond any possibility of his controlling it.

Mr. Thompson: I am glad you went into some of these things because it is good for students at this stage of the game to be reminded that the invention of plot and characters isn't of first importance. Joyce did admit that he lacked imagination?

Mr. Ellmann: Yes. He meant he didn't create things out of whole cloth. He used incidents that had happened to him and people he knew. I think we both realize that everything that happened to him is in his work; whether in Dublin, Trieste, or Paris. But of course, this requires imagination, too.

Mr. Thompson: One or two of the students would like to ask questions. They feel understandably that they wouldn't need to had they been able to read your book.

Student: I would like to know what his main conflict was with the Catholic Church.

Mr. Ellmann: I suppose the main thing was that Catholicism in Ireland required the submergence of secular things. Joyce is idealistic, but he wanted his own religion to be something which was more physical. In Irish Catholicism the body is depreciated, and Joyce couldn't bear that. At first he was angry with the Church, but later he became indifferent. His wife did not bury him in the Christian way because she respected his wishes. There was a tendency in the Irish Church to suppress the joy of living, and the other world of Catholicism did not attract him at all.

Student: Why is it that Joyce, the greatest of Irish writers, has some of his books banned in Dublin?

Mr. Ellmann: The ban of Ulysses is on importation of the book, imposed by the Irish. They object, officially, to sensuality, and they banned Ulysses not for any theological reasons, but for sensual ones.

Student: I wonder what your future plans are on writing and where you plan to go from here.

Mr. Ellmann: I do feel rather high and dry. I feel it is necessary to work on a writer whom you wish to know inexhaustibly. I don't feel that way about Hemingway or Faulkner, although I admire both of them. Having learned something about writing biography, I will probably not write another.

Appendix C

Mr. Thompson: I want to reassure you - you write that you were not too sanguine about your telephone personality - that we agree with Newsweek which describes you as an "eminently successful scholar and critic, who has a gentle and quietly humorous charm."

Appendix D

STUDENT EVALUATION REPONSES

Introduction to Business

Question 1

Do you honestly believe the telephone interviews aided you in learning?

Yes, I honestly do believe the telephone interviews helped me in learning in that talking to a person who really knows his or her business gives a more interesting and informative view. In listening to the ideas of these people, I learned that there is more to a business or profession than meets the eye.

I feel that these interviews have been very educational. They have taught us some of the things that aren't taught in books. It has been interesting to know how these people made a success of their lives.

I feel we have learned a great deal from these conversations. We have heard opinions from many people in different fields on varied subjects. Many of the people we spoke with gave us some expellent advice, especially Dr. Cyliva Sorkin.

By helping us to realize that people really do such things as traveling all over and shows us that women are more and more able to do greater things. It is all possible.

They were helpful in realizing what we have learned by applying it to one's personal life.

Yes, I feel you get so much more out of talking to someone than reading from a textbook because the different personalities made their subject alive through their voice.
their voice.

Gave us first hand information about the business world from a select group of people who really knew about their different fields. This would have not been possible without the telephone as the people we talked with couldn't possibly have all come on campus.

Yes, it has been very interesting listening to people from various walks of life and to hear what they have to say.

There is more to the learning process than can be read in any book. The people interviewed have various jobs — and various pieces of advice for the class. It is interesting to note the various philosophies of these people — plus their contributions to society.

If nothing else they have made me curious as to what is going on in the phaser of business. I don't feel so unrelated to government affairs. These people are very educated and human.

I feel that to get to listen and talk to important people help people want to learn and help us get really interested in our class.

Appendix D

We are able to understand the function and duties of important men as well as getting advice on important matters such as our future.

We had a chance to talk to a variety of business people. Here we had a chance to see how they became successful. Not only were the interviews informative, but they were interesting.

The interviews introduced new ideas to us and at the same time we were free to ask any troubling questions. We received the answers from the person who really knew the answers. We learned more facts concerning a greater number of vocations, etc. than I think we could have done in class.

They aided me in getting a personal opinion of matters which the person is an authority on.

I definitely believe they were an asset to the course. Each of these people are at the top and can give valuable information to us on how we can reach the road to success.

They give the students a chance to hear what real businessmen and women have to say about things discussed in class. They emphasize what the teacher has already said and add many new things. They make the course more interesting and varied, thus aid in learning.

Question 2

In what way or ways have the telephone interviews hampered class work?

I can't really say that the telephone interviews have hampered the class work. I think they have added a great deal to the class work by making it more interesting and true to life.

I don't think that the interviews have hampered the class except for one or two interviews that were not very beneficial.

Even though these conversations have been very helpful to us, they have cut down on class work somewhat.

I don't think we needed so many; however, they were all interesting. But I would have liked to have had more actual business, such as more insurance, corporations, etc.

None

I can't think of any way it has hampered our class.

I don't think they have hampered class work at all — I think this is a much better way to learn a subject such as this than reading it all from a textbook.

I don't think the calls have hampered our class work at all, in fact it has enhanced it. Learning first hand is the best way.

In no way have they hampered class work.

Appendix D

There were some interviews less interesting than others. Sometimes we couldn't get certain people to tie in with what we were studying which was a disadvantage.

I don't think they hampered the class work at all.

I don't believe that the interviews have hampered class work; I think they have added to it.

I don't think they have hampered any of our time. They took quite a few class periods, but at the same time we were getting and learning information from no better source than the people themselves.

They have hampered class only in one way. I believe one telephone conversation a week. The other two class periods should be used to prepare us in studying so we might ask better questions to the speakers.

It did interfere with our regular class assignments. I think it might be a good idea to try and schedule one a week.

If it does hamper the class, it is because there is no organization. If the teacher organizes his lectures to fit with the interviews, there would be no problem. I understand, however, that sometimes this is impossible, but this little bad does not overtake the good.

Appendix E

INSTRUCTOR'S EVALUATION SHEET IV

I. Name of person inverviewed Miss Margaret Hickey

Position Public Affairs Editor, Ladies Home Journal, Philadelphia, Pa.

Date May 23, 1960

II. Mechanics - (Room conditions, reception, telephone connections, etc.)

1. Unsatisfactory
2. Fair
3. Satisfactory
4. Good
5. Excellent xxxxxxx

III. Student reaction and response to interview.

The students quickly recognized the status of Miss Hickey and felt they were talking to an important person. When she mentioned her recent trip into Africa the students showed greater interest and listened with great concentration.

IV. An important idea of theme growing out of interview.

EVERY YOUNG WOMEN TODAY MUST ACCEPT THE FACT THAT SHE IS GOING TO LEAD THREE LIVES...CAREER OUTSIDE THE HOME, CAREER WITHIN A HOME, AND AN EXTRA CAREER IN COMMUNITY WORK. It just takes a lot of work to make our democracy work. AFRICAN WOMEN ARE AWAKENING TO A NEW LIFE.

V. General Comment

Appendix E

INSTRUCTOR'S EVALUATION SHEET I

I. Name of person interviewed Mr. Gano Chance

Position Chairman of the Board, A. B. Chance, Co., Centralia, Mo.

Date May 16, 1960

II. Mechanics - (Room conditions, reception, telephone connections, etc.)

1. Unsatisfactory
2. Fair
3. Satisfactory
4. Good
5. Excellent

xxxxxxx

III. Student reaction and response to interview.

Mr. Chance was asked to visit with the students about the role of the business man in government today. The students liked his honesty, his frankness, and welcomed a chance to hear a conservative man extol the virtues of thrift, economy, and government by business men.

IV. An important idea or theme growing out of interview.

DEMOCRACY IS NOT A LAZY MAN'S GOVERNMENT. The designers of our government were men who molded it out of their experiences as printers, writers, bankers, etc. Business men must return to playing a more important role in government.

V. General Comment

Appendix E

INSTRUCTOR'S EVALUATION SHEET II

I. Name of person interviewed Dr. Cylvia A. Sorkin

Position Business Consultant, St. Louis, Missouri

Date May 18, 1960

II. Mechanics - (Room conditions, reception, telephone connections, etc.)

1. Unsatisfactory
2. Fair
3. Satisfactory
4. Good
5. Excellent

THE VERY BEST

III. Student reaction and response to interview.

She was the favorite of all the students. Her voice and personality were projected in a fine manner that made the student love her.

IV. An important idea or theme growing out of interview.

IT IS A GOOD WORLD for those who learn how to get along with human beings as well as learn about what's going on in the world. She enumerated some rules for the road.

V. General Comment

Appendix E

INSTRUCTOR'S EVALUATION SHEET III

I. Name of person interviewed Mr. Kennety Newland

Position Curator, National Air Museum, Smithsonian Institute, Washington, D.C.

Date May 20, 1960

II. Mechanics - (Room conditions, reception, telephone connections, etc.)

1. Unsatisfactory
2. Fair
3. Satisfactory xxxxxx
4. Good
5. Excellent

III. Student reaction and response to interview.

Mr. Newland was asked to talk with the students about the differences he had noticed in working for the government and in private industry or education. A number of students did show an interest in many different phases of his work.

IV. An important idea or theme growing out of interview.

As a government employee one must always remember he is a servant of all the people. People are interested in history because of the enormous number who visit the Smithsonian Institute in Washington, D. C.

Appendix F

AMPLIFIED TELEPHONE INTERVIEWS RESEARCH PROJECT

(Supported by a grant from U. S. Office of Education)

Stephens College is engaging in a totally new approach to the motivation of students. We are using the telephone in the classroom to reach significant individuals associated with the areas we are studying. The system works as follows:

1. Key people are identified as resourceful and authoritative persons who may be helpful in sharing their knowledge and experience with a group of college students.

2. Contact is made with these people by telephone or correspondence to explain the nature of the project and to inquire about their willingness and availability to cooperate in this new and, we believe, significant motivational project.

3. Equipment has been provided whereby a call may be made directly from the classroom while the class is meeting. This equipment will amplify the voice of the guest until each student may hear his voice with ease. Furthermore, the equipment permits students to ask the guest questions for further elaboration or clarification.

4. Once the invited speaker has agreed to participate in the research project, communications will be made to establish the hour of the visit.

5. Visits may run from ten minutes to a half-hour. Usually the instructor and the students will agree upon two or three questions for the guest to discuss. These will be sent to the guest for his "boning up" before the hour of the telephone interview. After that any student may ask a question. (Questions will not be screened...so any wild question may pop up.)

6. These interviews will not be recorded unless the guest initiates a request for a recording. However, if the guest wishes to have the interview recorded and have copies of the entire proceedings sent, we will be happy to comply.

We hope you will be interested in this new approach to stimulating the students to greater achievements.